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Preparing Future Teachers for Interpersonal Relationships through the Effective Integration of Eastern thinkers' Heritage and modern Pedagogical Approaches

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ABSTRACT

This article examines the effective use of the heritage of Eastern thinkers in preparing future teachers for interpersonal relationships from a scientific perspective. Based on historical-pedagogical and systemic approaches, it provides an in-depth analysis of the pedagogical views of Eastern thinkers, their influence on the educational process, and their relevance in the modern education system. The role of interpersonal relationships in socio-emotional development, the formation of communication culture, and the strengthening of cooperation is also substantiated. In addition, the pedagogical potential of Eastern heritage in developing key competencies such as empathy, self-awareness, and effective problem-solving in challenging situations is explored.

Keywords: Education; Pedagogy; Communication; Interpersonal Relationship; Social Behavior; Renaissance; Society; State Policy; Humanity; Spirituality; Competence.

1. Introduction

In developed countries around the world, such as the United States, United Kingdom, France, Germany, Japan, South Korea, and Singapore, priority is given within the education system to preparing young people for interpersonal relationships through the use of historical and cultural heritage. Each nation, based on its own national mentality, strives to pass down from generation to generation the experience of establishing mutual relationships and communication, placing particular emphasis on speech etiquette and adherence to norms of social behavior. In this process, the education system plays a crucial role. In this regard, the use of effective strategies in developed countries for preparing future teachers for interpersonal relations, drawing on the centuries-old experience of each nation, is becoming increasingly important.

Interest in studying the scientific-pedagogical and cultural-spiritual heritage created by Eastern thinkers in the development of world science and culture is steadily expanding on a global scale. The pedagogical views of Eastern scholars, which are relevant to all peoples, have become part of the common heritage of humanity. Therefore, this scholarly legacy is attracting significant interest among researchers in developed countries and is being studied from a scientific perspective. As emphasized by the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, addressing this issue requires drawing on the invaluable heritage of Eastern thinkers who lived and worked during two Renaissance periods known as the "Golden Age of Islamic Culture" and the "Timurid Renaissance". Through their rich scientific legacy and pedagogical teachings, these thinkers made a significant contribution to the development of education. In particular, the Eastern tradition of the "teacher–student" relationship, reflected in their works, along with the cultivation of interpersonal skills that ensure educational effectiveness and positively influence the quality of pedagogical processes, represents a historically proven and internationally recognized reality in world scholarship" [1].

In this field, the research works of scholars from the United Kingdom, United States, Japan, Germany, Russia, and India occupy a significant place. Over the centuries, rich sources related to education and upbringing have been included in the cultural heritage lists of organizations such as UNESCO [2], IRCICA [3] and ICESCO [4], and are being studied as a distinct field by many scholars around the world. It is evident that the multifaceted pedagogical heritage created by Eastern thinkers is preserved in the library collections of foreign countries such as Germany, Russia, the United Kingdom, France, Spain, Egypt, India, Iran, and Turkey. These scientific and didactic sources, which embody the pedagogical views of Eastern scholars, provide broad opportunities for their use in higher pedagogical education, particularly in preparing students for interpersonal relationships.

1.1. Study Objectives

The main objective of this study is to identify the theoretical and practical foundations for preparing future teachers for interpersonal relationships through the effective use of the heritage of Eastern thinkers. This general objective is implemented through the following specific tasks:

1) To scientifically analyze the role and significance of the pedagogical heritage of eastern thinkers in the formation of interpersonal relationships;
2) To identify opportunities for using historical and pedagogical sources in developing interpersonal communication skills among future teachers;
3) To substantiate ways of developing effective communication and socio-emotional skills in the educational process based on the “teacher–student” tradition;
4) To develop mechanisms for improving the effectiveness of education through the integration of the heritage of eastern thinkers with modern pedagogical approaches.

2. Literature

The analysis of scientific literature on the topic shows that in developed countries, the formation of interpersonal relationships is considered one of the priority areas of the education system. In particular, preparing young people for communication through reliance on historical and cultural heritage is of great importance. At the same time, the scientific and pedagogical heritage created by Eastern thinkers is widely studied on a global scale and is recognized as a universal human value. Studies conducted by scholars from various countries highlight the role of this heritage in the educational process, especially its significance in developing interpersonal relationships based on the “teacher–student” tradition. These sources are also being studied as a distinct field of research by organizations such as UNESCO, IRCICA, and ICESCO.

3. Methodology

This study is aimed at an in-depth examination of the effective use of the heritage of Eastern thinkers in preparing future teachers for interpersonal relationships and was conducted on the basis of historical-pedagogical and systemic approaches. In the course of the research, a comprehensive use of methods of scientific inquiry was employed, including source analysis, comparative-analytical and logical-systemic methods, as well as observation and generalization. The main sources of the study consisted of scientific and didactic works embodying the

pedagogical views of Eastern thinkers, as well as international and national studies and contemporary academic literature on the education system, all of which were carefully selected and analyzed. Based on these sources, the essence of interpersonal relationships, their role in society and the educational process, as well as their significance in the professional training of future teachers were comprehensively elucidated.

Methodologically, the study was conducted based on the principles of historicity, consistency, systematicity, and integrativity. The research comprehensively and systematically analyzes issues such as organizing the educational process on the basis of a learner-centered approach, integrating the heritage of Eastern thinkers with modern pedagogical practice, and developing social-emotional skills.

4. Result and Discussion

Considering that the development of interpersonal communication skills, essential for ensuring quality education in the context of the internationalization of education and the implementation of democratic social state policies, is one of the key factors in fostering students' self-direction and social responsibility from the primary school level, the effective use of the heritage of Eastern thinkers in developing these skills among future primary school teachers is of great importance as a fundamental principle.

Indeed, the effective organization of this activity directly within the higher education process serves as a foundation for nurturing talented and active youth. In this regard, it is necessary to systematize the aforementioned opportunities, ensure the integrated cooperation within the educational process, and clearly define the participants involved in various collaborative activities.

If the content of object–subject activities oriented toward interpersonal relationships in the educational process is enriched through the heritage of our ancestors, it creates significant potential for the social development of the younger generation. The formation of social responsibility, self-development as an individual, and the ability to engage in social relations among young people is largely directly related to existing conditions and the quality of educational content and upbringing.

The scientific legacy of Eastern thinkers' places great emphasis on the ethics, culture, communication, and conduct of teachers and mentors in the educational process. The upbringing of the younger generation determines the future of humanity; therefore, thinkers have endeavored for centuries to address this issue, recognizing the importance of equipping young people with positive qualities. The development of strategies for preparing future teachers for interpersonal relationships through the heritage of Eastern thinkers remains one of the pressing pedagogical issues that still awaits a solution.

Interpersonal relationships serve as the foundation for establishing and maintaining social connections in society and, in turn, contribute to the harmony and activity of both individuals and communities, as reflected in the following:

first, interpersonal relationships facilitate the exchange of information, ideas, and emotions, enabling people to understand one another and communicate effectively. As a result, they foster the cooperation necessary to achieve common goals and to solve problems collectively within a community;

second, interpersonal relationships provide emotional support to individuals, offering them a sense of belonging and identity. Consequently, social connections based on positive relationships with family, friends, and peers enhance a person's overall well-being;

third, interpersonal relationships help maintain social order and prevent deviant behavior, while strong relationships between individuals and groups increase the sense of social responsibility within society. As a result, they encourage each individual to adapt to societal norms and values [5].

Interpersonal communication, which forms the basis of the educational process, is a dynamic form of knowledge acquisition through which thoughts, behaviors, and emotions are expressed. It refers to the processes of interaction that occur in the classroom as a micro-social context, aimed at conveying meaning, completing learning tasks, and establishing relationships between students and teachers.

Interpersonal relationships refer to the possession of life skills based on national values, mutual trust, respect, mutual support, and understanding, which ensure positive and effective communication. Such relationships contribute to an individual's social, emotional, and psychological well-being throughout both personal and academic life, as well as support the achievement of high goals and success [6].

The heritage of Eastern thinkers serves as an important methodological and spiritual source in the education of future teachers. This legacy place deep emphasis on the inner world of a person, interpreting self-awareness and the development of consciousness as key factors. Only a self-aware educator is capable of establishing effective and healthy relationships with others. In the teachings of Eastern thinkers, social-emotional skills occupy a special place. Skills such as maintaining balance in society, understanding others, and managing one's emotions are of great importance in a teacher's professional activity. In particular, an approach based on empathy and compassion fosters a trusting environment between teacher and student, thereby contributing to improved educational effectiveness. Furthermore, Eastern philosophy places special emphasis on the unity of the human body, mind, and spirit. This integration ensures the harmonious development of the teacher's personality and promotes balance in both professional and personal life. Ethical principles form the foundation of this process, strengthening interpersonal relationships through virtues such as honesty, justice, and patience [7].

There are specific criteria that determine the level of readiness of future teachers for interpersonal relationships through the heritage of Eastern thinkers, and these criteria serve as a key factor in developing both their professional and personal competencies. These criteria include:

- The ability to communicate effectively, mastery of the art of oratory, empathy, and attentiveness, as well as cultural and moral awareness of developments in the field;
- The ability to promptly resolve emerging problems and conflicts;
- Self-awareness and self-education;
- Observation and evaluation skills;
- The ability to demonstrate a high level of professionalism;

- The ability to share one's experience;
- The ability to listen to and understand others;
- The ability to demonstrate acquired knowledge;
- The ability to generate innovative ideas, manage a team, and lead others;
- The ability to meet students' spiritual and moral needs;
- The ability to ensure active participation of individuals in the formation of knowledge;
- The ability to create the necessary conditions for the development of abilities;
- The ability to connect knowledge with real-life application;
- The ability to focus on work-based education in developing intellectual abilities;
- The ability to serve as a personal role model.

The level of readiness is determined by the extent to which these abilities and qualities are developed [8].

Preparing future teachers for interpersonal relationships is an important social and pedagogical necessity. It not only enhances the quality and effectiveness of the educational process but also plays a significant role in preventing and resolving conflicts that may arise in certain situations. Preparing future teachers for interpersonal relationships primarily contributes to improving the quality of education and promotes the establishment of a humane and cooperative environment.

In addition, it plays an important role in educating students, organizing interpersonal interactions during teaching practice, and fostering collective cooperation. At the same time, a future teacher fosters students' confidence in their lifestyle, family background, and external relationships that support their interests.

5. Conclusion and Future Recommendations

The results of this study indicate that the heritage of Eastern thinkers serves as an important pedagogical and methodological source in preparing future teachers for interpersonal relationships. The teacher–student traditions, moral values, and culture of communication formed on the basis of this heritage have not lost their significance in the modern educational process and contribute to the comprehensive development of the pedagogical personality. During the study, the role of interpersonal relationships in the educational process, as well as their importance in fostering socio-emotional development, organizing cooperation, and shaping social responsibility, was substantiated. In addition, it was found that skills such as empathy, communication competence, problem-solving in challenging situations, and self-awareness are key factors in developing the professional competence of future teachers.

It has been demonstrated that approaches grounded in the heritage of Eastern thinkers contribute to creating a learner-centered environment in the educational process, fostering positive social relationships, and enhancing educational effectiveness. At the same time, the systematic and purposeful use of this heritage creates conditions for future teachers to develop not only professionally but also as morally and ethically well-rounded individuals.

Based on the results of this study, it is considered appropriate to propose the following recommendations:

- To widely integrate the systematic and purposeful use of the heritage of Eastern thinkers into curricula in the process of training future teachers;
- To improve methodologies aimed at developing interpersonal communication and socio-emotional skills in the educational process based on a learner-centered approach;
- To create an effective communication environment by harmonizing the "teacher–student" traditions with modern pedagogical practice;
- To expand practical training sessions and workshops in higher education institutions aimed at developing empathy, self-awareness, and professional competencies of future teachers.

These recommendations serve to enhance the effectiveness of education, develop interpersonal relationships, and ensure the professional and personal growth of future teachers.

Declarations

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Competing Interests Statement

The author has declared that no competing financial, professional or personal interests exist.

Consent for publication

The author contributed to the manuscript and consented to the publication of this research work.

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